Beginning of

A proposed religious education curriculum for a girls' high school in Japan

This title was preceded by

The geography of the Gospels
Origin and development of sacramentalism
Immortality in Plato in the New Testament and in modern Christian thought

Search by above titles on archive.org to continue reading this collection of Pacific School of Religion Theses from 1934 call number Thesis Cage 1934 v.2

A PROPOSED RELIGIOUS EDUCATION CURRICULUM FOR A GIRLS' HIGH SCHOOL IN JAPAN

BY

KAORU MIKAMI

TOKYO WOMAN'S CHRISTIAN COLLEGE

1923

THESIS

submitted in the Department of
Regligious Education
in partial fulfilment of the requirements
for the degree of
MASTER OF ARTS
in The Pacific School of Religion

1934

CONTENTS

Digitized by the Internet Archive
in 2025 with funding from
Graduate Theological Union

https://archive.org/details/proposedreligiou00unse

A PROPOSED RELIGIOUS EDUCATION CURRICULUM

FOR A GIRLS' HIGH SCHOOL IN JAPAN

C O N T E N T S

	Page
INTRODUCTION	
Survey of the Situation	i
Curriculum Building	iv
Activities	vii
The Use of the Bible	viii
The Course of Ethics	x
The Aim of this Thesis	xi
CHAPTER I: The First Year	
Section 1: My Friends in Nature	1
Project 1: Pretty Flowers	2
Project 2: Birds	3
Project 3: Wonderful Trees	4
Project 4: Twinkling Stars	5
Project 5: Mountains	5
Section 2: My Home	6
Project 1: Home Life	8
Project 2: Family Religion	9
Project 3: Family Custom	10
Project 4: Economic Background of the family	11
Project 5: Recreation at Home	12
Project 6: My Parents	13
Project 7: Other Member of My Family	14
The First Christmas	15
Section 3: My Friends	16
Project 1: My School Friends	17
Project 2: My Special Friends	18
Project 3: Friends of Other High Schools in the City	19
Project 4: Foreign Friends in the City	20
Project 5: Friends Beyond the Sea	21

CONTENTS (continued)

	Page
CHAPTER II: The Second Year	
Section 1: People Whom I Respect	23
Abraham	25
Moses	25
St. Paul	26
Livingston	26
Mother of St. Augustine	26
St. Francis	26
Martin Luther	26
Helen Keller	26
Leo Tolstoi	26
Elizabeth Fry	26
William Booth	26
Kagawa of Japan	27
Gandhi of India	27
Madame Curie	27
Some great missionaries	27
The Second Christmas	27
Section 2: The Life of Jesus	28
His Boyhood	29
The Beginning of His Public Life	29
Helping People	30
His Power	31
The Kingdom of God	32
Jesus and the Pharisees	32
His Purpose	33
His Trial and Crucifiction	34
His Resurrection	35
CHAPTER III: The Third Year	
Section 1: Some Problems of My Life	36
Project 1: Reading	37
Project 2: Recreation	38
Project 3: Sex Problems	40
Project 4: Friendship Between Boys and Girls	42
Project 5: Temptation	43
Project 6: Sin	44
Project 7: Suffering	45
Project 8: Growth	47

CONTENTS (continued)

	Page
Project 9: Prayer	48
The Third Christmas	49
Project 10: Happiness	50
Project 11: New Life	51
Project 12: The Bible	54
Project 13: Church	53
Project 14: My Place in the World	55
CHAPTER IV: The Fourth Year	
Section 1: Problems of Life and Death	58
Project 1: The Resurrection of Jesus	59
Project 2: Destiny	60
Project 3: Life After Death	61
Project 4: Universe	63
Section 2: Other Religions	64
Project 1: About Buddhism	64
Project 2: Shinto	65
Project 3: Other Religious Sects	66
The Fourth Christmas	67
Section 3: Social Problems	68
Project 1: Some Current Events	68
Project 2: Social Customs	69
Project 3: Social Institutions	70
CHAPTER V: The Fifth Year	
Section 1: Social Problems Continued	72
Project 4: Social Works of the Church	72
Project 5: Building a Better Society	73
Project 6: Great Social Leaders	75
Section 2: World Friendship	78
Project 1: Problems of the Countries	78
Project 2: International Institutions	79
The Fifth Christmas	80
Section 3: Leadership Training	81

INTRODUCTION

INTRODUCTION

Survey of the Situation

In Japan, Mission Girls' High Schools are at the turning-point today. Reasons are rather complicated. Careful observation of the situation of each school is required in order to clear the way for the future. Since the Government has put forth effort on development of education of women, public schools have raised their standards much higher than before, and children make public schools their first choice. The result is that students in Mission schools are not the best kind in intellectual capacity.

> The result of this preference for government schools is, therefore, that the students in the Christian schools rank in intellectual capacity at least below the upper ten per cent of girls graduating from elementary schools. The quality of students is, therefore, a distinct handicap for Christian high schools for they must meet the same academic standards as Government schools since these are composed largely of exceptional students. In this matter of the comparative intellectual quality of students Christian schools for girls suffer much less than Christian schools for boys. It makes it clear that Christian schools must have an established position of equality with or superiority to government schools if they are offering the same program, or they must contribute something distinctive and unique if they expect to attract the standard of students which they would hope to have as material for developing into Christian leadership.[1]

---

1. Report of Christian Education in Japan, p. 91.

This fact has urged Mission schools to raise their standard to equal that of public schools. In order to do this, almost all of the Mission schools obtained regulation by the Government and have been authorized by the Department of Education. They have tried to raise their standards as high as possible. This means that intellectual education of students has become the main thing in Mission schools also. However, it has been hard for them to raise their standard, as it is hard for them to obtain better qualified teachers in some courses such as science, mathematics, or geometry.

People have recently begun to consider the present condition of society in connection with religious education, and the work of Christian schools has become the concern not only of Christians but of people in general. It is a wonderful thing that some of the conservative officials have begun to pay attention to Christian schools and to try to indicate their cooperative spirit directly and indirectly. Without doubt, the Government recognized the great contribution of Mission schools in the past. But now it is commonly agreed that Christian schools should be one of the leading factors in moral education. People become more and more conscious of the need of religious education at home and at school. And since religion cannot be taught in public school, parents naturally depend on Christian schools as a whole.

(The term "Christian schools" is applied to both private Christian schools built and supported by Japanese Christians and to Mission schools.) As a result, Mission schools are urged to improve the teaching method in religious education. The condition of the schools has been studied from many sides, and practical problems have been discussed. The curriculum is the main problem that requires consideration. The schedule for secular education is almost the same in most of the High Schools, as far as they are authorized by the Department of Education, for they have to plan it according to the law of the Department. Religious education is different. A curriculum can be made according to the needs of the students with whom they deal.

Education of this age cultivates the initiative power of the student. She is expected to do good from her own desire. She does not do things that she thinks wrong. The transmissive method of the theory of Christianity or of the study of the Scriptures has no longer power in religious education. What is needed is the training of the student in Christian experiences. The present curriculum of religious education puts the emphasis on the regular Bible classes in which the discussion method is used, rather than on the preaching method. The trouble is, however, that there is not much chance for the student to test and practice what she learns, the practice often being, therefore, to go back to the instructive method. It often happens

that life experiences of the student have no place in the Bible classes.

The whole plan of this curriculum is girl-centered -- her interests and problems. At some Mission schools they have regular Sunday meetings before going to church. It is compulsory, but they are willing to come to Sunday meetings, as they think it a part of school life. In this curriculum, besides Sunday meetings, mid-week meetings are planned, instead of Bible classes of the present curriculum.

Curriculum Building

There is a criticism that religious education has not yet achieved its fundamental objective. The problem is not so deep as this criticism. Religious education has a reason for being criticized in its educational method. The learner complains that she has no interest in whatever she learns at Sunday School. She has to learn things that have no connection with her own life, or things that are too hard to understand. She is urged to memorize what the prophets did or the names of the places where Paul went to preach, and she does not know how to appreciate what they did. In some better cases she gets inspiration out of the story of the life of Jesus, but does not know how to stop her bad habits. Through many similar cases, we learn that instructive method and the dogmatic interpretation of the Scriptures

at Sunday School do more harm than we realize. And often the transmissive method of education stops the personality growth of the student. This is due to the fact that she is not given opportunity for understanding what she learns in relation to her own life. Some students try not to do wrong things because of the external authority -- the teacher, and some try to be good because they are afraid of their conscience. The result is the same, but the motives are entirely different. Character education does not aim at the result, but at the motive first. It teaches the student that the authority is within herself. One contribution of modern science to this age is that it has created our scientific attitude toward life problems. Critical analysis of the present situation and experimentation with a plan for the future are the basic principles of learning in human life. To the student, school is no longer the place for listening to the teacher, but it is the laboratory of her life problems; education does not aim to accomplish subjects but rather the growth of the personality of the student toward perfection, so it does not deal with subjects that she learns but with the growing person herself. In the classroom the student tries to build up a better life of her own through various activities. Since the value of education consists not in the worth of the thing learned but in the person who learns it, the curriculum of religious education is no

longer based on traditional subjects but on experiences of the growing person. The recent tendency of religious education in Christian schools in Japan makes us optimistic. However, they are not yet entirely free from traditional principles and methods. Simple questions that come out in daily experiences of the student, such as "Why can't I do this?", or "Why did I feel like this?", are materials for religious education. The most important material is, therefore, experiences of the student. Bower makes this clear and sure in his book. "The view of the curriculum that is taking form in the current theory and practice of education is that of the curriculum as enriched and controlled experience. In this view, the center of education has shifted completely from the learning process and subject-matter to persons."[2] This determines the definition of the curriculum. It is life experiences of the self-realizing processes of the student. Further, he goes on to tell that

> the fundamental element in the curriculum as enriched and controlled experience will consist of a selected and organized body of actual experiences of children, young people, and adults. These experiences will be lifted clearly into consciousness, interpreted, and brough under control in the light of worthy ideas, ideals, and purposes through a co-operation of the mature and immature members of the social group.[3]

---

2. Bower, W. C., The Curriculum of Religious Education, p. 55.
3. Ibid., p. 164.

Thus it is clearly stated that experiences of the student are the most important element of the curriculum. Then the first step in building the curriculum is to collect some out of many experiences. How should they be chosen as criteria? A few points may be suggested regarding this: (1) Those that have more educational value than other experiences. (2) Those that arouse common interest to the whole group. Bower suggests another kind. "Experiences should be chosen that are continuous."[4] And they must be considered from a wide range of life of the student. That means to consider them from physical, mental, social, and spiritual sides.

Activities

There is no need of explaining about educational value of activites. But still we are not free in having activities in the curriculum of religious education, for we are not fully convinced of their significance. Powell teaches about this, saying

> The school in which he learns the most is the school in which the pupils are alive, "active, working hard, inventing, organizing, contributing original ideas, assembling materials, carrying out enterprises'.[5]

---

4. Bower, op. cit., p. 167.
5. Powell, W. C., Junior Method in the Church School, p. 61.

> This means that we recognize the value of child-interest. Activity in the school room, which is the expression of natural child interests, develops pupils who are whole-heartedly engaged in school enterprises and are so actively busy in constructive endeavors that problems of discipline tend to disappear.[6]

Life is not a chain of ideas but of experiences. What the student learns in the class must be experienced in her daily life, and activities in the class form the beginning of it. Recently the great emphasis has been put on activities among religious educators.

The Use of the Bible

The Bible was considered as the book of the word of God for long ages, and it was used, therefore, as the textbook by religious educators. The fact that a recent view of the Bible has changed its place in the curriculum of religious education is a tremendous contribution to religious education itself.

As it is already believed by the progressive wing of present-day Christians, the Bible is the product of religious experiences of men throughout a long period of time. It holds the lower stages as well as the higher in a process of the development of human experiences. However, it holds the greatest truth that men have ever experienced, and it is the source-book of the life of Jesus. It gives, therefore, guidance for Christian life. Then how should it be used in the curriculum of religious education? First, different materials should be selected

6. Ibid.

from the Bible, according to the need of the development of the group. Second, they should be reinterpreted in the life of the student. Third, the Bible should be used throughout the whole curriculum, as it holds various stages of human experiences. The student finds guidance for her life in great lives by knowing their experiences. Above all, she can get the best guidance in the life of Jesus, who represents the highest stage. His life and teachings are essential to Christian living. Then they should be studied in connection with every project of the curriculum.

Dr. Waddell suggests that religious educators should not hesitate to rate courses on the Bible and the life of Jesus as independent subjects, and he gives a reason for this, quoting the words of Charters in Religious Education Magazine of December, 1913. "At appropriate points in the curriculum it is necessary for the learner to systematize his principles of conduct if he is to live a life of high efficiency. At such points the Bible may be systematically studied."[7] Such courses are adequate only so far as they produce contributions to vital experiences of the student; this is possible if the leader possesses initiative in treating such subjects.

---

7. Waddell, R. C., The Place of the Bible in the Church School Curriculum, p. 33.

The Course of Ethics

The curriculum of religious education at school must be considered in connection with the course of ethics. If a school is authorized by the Department of Education, ethics is one of the required subjects of the schedule, and students are supposed to use textbooks of ethics. The reason that it is not attempted to put daily morals such as honesty or humility in this curriculum is that subjects in textbooks of ethics should not be overlapped in this curriculum, as those books are highly recommended from the standpoint of moral education, though they do not present any religion. Moral training of the student can be accomplished in the class of ethics. The curriculum of religious education at school, therefore, also includes the course of ethics.

Religious education must not be limited to special programs. The whole school schedule should be based upon religious education, if this is built from the standpoint of character education. However, since school is authorized by the Department of Education, some teachers are not Christians. The thing that can be done, therefore, is to make a special curriculum for religious education. But there must be good coöperation among all the teachers and connection among all the courses of secular and religious education. If there is a closer correlation with the curriculum of secular education, religious education at school will be much more effective than it is now.

The Aim of this Thesis

This curriculum is built for two meetings: one on Sunday and the other on some mid-week day. And it is planned that on Sunday students engage in discussion of a project, and on a mid-week day they enter into activities as expression of what is studied on sunday,-- although in a definite sense a project cannot be divided into two programs. Activities suggested in this curriculum are only examples. It is hoped that the leader will be original enough to plan suitable, purposeful activities for her group, as she may need to choose different problems and questions that meet the need of the group better than those suggested in this curriculum. The aim of this thesis is to present one example of a curriculum which is based on fundamental principles of religious education and upon the careful study of the situation one particular school.

CHAPTER I

THE FIRST YEAR

CHAPTER I

THE FIRST YEAR

Section 1: My Friends in Nature

Nature is full of joy in the spring-time, showing its beauty everywhere, and so likewise is the girl of thirteen. She is full of joy and dreams in her new environment, and is going to open her life as spring flowers. Nature is very near to her and a great friend. Through it she searches for God and finds new friends of a wider world. It is a joyful task to the leader to help the student to become more and more conscious of the beauty of the world by leading her into deeper appreciation of nature. The junior student grows into deeper experiences of life through love of nature.

Preparations Suggested

Some good material in English that is found in the Exhibit Room of Religious Education at the Pacific School of Religion is suggested in this curriculum for a case for which the leader cannot find suitable material in Japanese.

There are good opportunities for the leader to coöperate with other teachers and to make plans with them. Many activities, especially those out-of-doors, can be attempted under this topic.

Materials Suggested

Comstock, A. B., Hand Book of Nature Study.

Washburne, Carleton and Helwig, The Story of Earth and Sky.

Applegarth, M. T., At the Foot of the Rainbow.

The University Society, New York, Nature and Outdoor Life.

Project 1: Pretty Flowers

Objective

Through the study of flowers, the student can learn of the creative power of God and of His loving care for a tiny thing in the universe.

Bible References

Matt. 6:28, 29.

Problems and Questions Suggested for Sunday Meetings

The study of flowers in the school garden.

The study of flowers in Japan.

The study of flowers of other countries.

The study of flowers that are used on special occasions: at Christmas, New Year's Day, other festivals, weddings, funerals.

The study of symbols of some flowers.

The study of stories and legends of flowers.

How Jesus loved flowers.

Activities Suggested for Mid-Week Meetings

Collecting some different kinds of flowers.

Collecting pictures of flowers.

Collecting some poems and quotations about flowers.

Making poems about flowers.

Making scrap-books of flowers.

Demonstration of flower arrangement ceremony; planting.

Out-of-door worship.

Walking.

Project 2: Birds

Objective

The Student learns about the loving care of God as the Heavenly Father, and learns to be more kind to animals and things that God made, through the study of birds.

Bible Reference

Matt. 6:26.

Problems and Questions Suggested for Sunday Meetings

The study of birds, their nests, food, feathers, voices.

The study of people who loved birds--such as St. Francis.

Did Jesus love birds?

What did He teach about birds?

The study of stories about birds.

The study of songs of birds.

Activities Suggested for Mid-Week Meetings

Collecting poems about birds.

Composing poems about birds.

Collecting pictures of birds.

Drawing pictures of birds.

Walking in the woods.

Visiting a bird shop.

Project 3: Wonderful Trees

Objective

Through the study of trees, the student can appreciate more about power of God and His care for the beauty of the world.

Bible References

Psalm 1:3, 104

Matt. 7:17.

Luke 6:43.

Problems and Questions Suggested for Sunday Meetings

The study of trees in the school garden.

The study of trees on the mountains nearby.

The study of trees that bear fruit.

The study of trees of practical uses.

Stories and legends about trees.

How did Jesus explain about a tree?

Activities Suggested for Mid-Week Meetings

Collecting various kinds of leaves.

Collecting pictures of trees.

Collecting poems and stories about trees.

Experimentation of grafting and planting.

Visiting an experimental farm.

Walking.

The study of a potted tree.

Project 4: Twinkling Stars

Objective

Beauty of the stars may lead the student to the praise of God and to be grateful for beauty of God's world.

Bible Reference

Matt. 2:1-12.

Psalm 19.

Problems and Qestions Suggested for Sunday Meetings

The study of the sky, stars, earth, the sun, the moon--in brief.

Stories and legends about stars.

Activities Suggested for Mid-Week Meetings

Map study of the sky.

Collecting poems about the stars.

The study about festival of the stars, such as Tanabata Festival in Japan.

Collecting songs about the stars.

Visiting an astronomical observatory.

Project 5: Mountains

Objective

Solemnity and beauty of the mountains may teach the student about the wonderful power of God in the universe, and may lead her into consciousness of longing for something higher and greater than humanity.

Bible References

Psalm 15, 121.

Matt. 5:14.

Problems and Questions for Sunday Meetings

The study of a volcano.

The study of famous mountains in the world.

The study of Mt. Fuji.

How did God make this world?

Is He still creating the world?

Will the world be like this forever?

Activities Suggested for Mid-Week Meetings

Hiking.

Camping.

Collecting poems about the mountains.

Stories and legends about the mountains.

Pictures of mountain climbing.

Summer vacation plan.

Section 2: My Home

(September to December)

To the junior girl home life is still the nearest and dearest, but she begins to step out into society and to see home from her own standpoint. She is getting more conscious of the environment in which she is brought

up and through which she is to grow. Physical change of the junior student causes a great change in her mind. She feels that she is suddenly grown up, and she gets ready to take responsibility in home life and to help her parents in building a better home, if she is given proper opportunity for doing so. The best time for her to observe her home life is after various experiences during the summer vacation. There are so many home problems that sometimes young girls cannot cope with them, and trouble and tragedy result. The leader can guide the student to appreciate what has been done for her by the family and to discover what practical contribution she can make to the family, while she helps the student in considering home problems.

Preparation Suggested

There must be good understanding and coöperation between the leader and parents. Get acquainted with them first and try to give them opportunity for studying home problems with their daughters.

Home problems are often caused by fathers. Try to have personal contacts with them.

Try to avoid private problems of the family. They must be considered between the leader and the student.

Materials in English Suggested

Mowrer, E. R., The Family.

Cotton, J. H., Talks to Parents and Young People.

Fisk, G. W., The Changing Family.

Cope, H. F., Religious Education in the Family.

Alcott, L., Little Women.

Wallace, A., Mothers of Famous Men.

Alexander, I., My Lady of the Chimney Corner.

Project 1: Home Life

Objective

To study the condition of home life of the student in general, to lead her to greater appreciation of her family, and to increase her sense of home responsibility.

Bible References

Eph. 6:1-9.

Matt. 19:3-12.

Mark 10:2-12.

Problems and Questions Suggested for Sunday Meetings

Things that I should appreciate at home.

Things that I do not like at home.

Troubles at home, if any.

Am I grateful for what I have been given?

Am I a good member of the family?

How can I be more practically helpful at home?

How do I spend my time at home?

Is my family friendly with neighbors?

Activities Suggested for Mid-Week Meetings

Making my time-table at home.

Making a conduct chart at home.

Collecting good stories about home life.

Collecting pictures of good home life.

Collecting poems of home.

Writing a "thank-you" letter to parents.

Project 2: Family Religion

Objective

Family religion is one of the biggest problems of young people. They should discuss this subject frankly with their parents. The object of this project, therefore, is to help create better understanding between the student and her parents.

Bible Reference

Luke 2:40, 52.

Problems and Questions Suggested for Sunday Meetings

My parents' religion.

Religious customs of the family.

What do my parents think about Christianity?

What attitude should I take toward family religion?

Is it wrong that I join in Buddhist worship?

If my family does not approve of Christianity, what should I do?

Should I join in the family ancestor worship?

Is there any superstition in my family?

Activities Suggested for Mid-Week Meetings

Planning a party for mothers at school.

Planning a religious meeting with fathers.

Collecting good stories for little sisters and brothers such as The Little Shepherd David.

Project 3: Family Customs

Objective

In old families there are at least a few family customs that are inherited. Some of them are good, some not. With this project, the student can learn the right attitude toward her family customs, so that she can help her family to be critical about them.

Bible References

Luke 2:41-52.

Matt. 12:1-8.

Problems and Questions Suggested for Sunday Meetings

Family customs, such as funeral ceremonies, family festivals, celebration of the New Year.

If there are undesirable customs at my home, what should be my attitude?

What customs should be kept?

Are there any new, good customs that I would like to have at home?

What Jesus thought about customs.

Activities Suggested for Mid-week Meetings

Planning a party for parents.

Planning a meeting for parents.

Demonstration of some family festivals.

Project 4: Economic Background of the Family

Objective

The object is to cultivate in the mind of the student economic thinking and a sense of responsibility for economic life of home should be built by coöperation of parents and children.

Bible References

Luke 12:16-21; 18:18-27.

Problems and Questions Suggested for Sunday Meetings

The way my family uses money and things.

How I use my money.

How can we save more money at home?

How much money does my family use for community welfare?

Are we responsible for those who are in need? If so, why?

How can every family get things that are needed?

What was the attitude of Jesus toward material things?

Activities Suggested for Mid-Week Meetings

Planning to investigate the income and expense of the family.

Planning to find out things that are not needed at home.

Planning to investigate the standard of living of average families.

Investigation of the living conditions of poor people.

Planning to help some families in trouble.

Project 5: Recreation at Home

Objective

Through recreation, the family can learn the spirit of sharing and democracy at home. They can learn adequate social life in having good times together. The object is to have the student help improve social life at home by considering some practical problems as to recreation.

Bible References

John 2:1-8.

Luke 7:36-49.

Problems and Questions Suggested for Sunday Meetings

The things used for the purpose of recreation.

Opinions of the family regarding recreation.

Practical problems that prevent sociability at home.

Why is recreation necessary at home?

How can I plan to have social gatherings at home?

How much should my family use for recreation?

What length of time should be used for recreation?

Activities Suggested for Mid-Week Meetings

Planning a family party.

Collecting good stories for brothers and sisters.

The study of games.

Project 6: My Parents

Objective

There are a number of problems between parents and daughters because of the lack of understanding and appreciation. The object is to lead the student to create a better understanding between herself and her parents, and to succeed in being a good daughter.

Bible References

Luke 18:29, 30.

Eph. 6:1-4.

John 19:26, 27.

The Book of Ruth

I Samuel 1-3 (The Story of Little Samuel).

Problems and Questions Suggested for Sunday Meetings

My relation to parents.

My attitude toward them.

Their attitude toward me.

Am I grateful to my parents?

Is my attitude toward them right?

Am I free to talk with them?

Are they free to tell me anything?

Do I tell every thing to my mother?

Am I a help to my parents?

What does it mean to be obedient to parents?

What was the attitude of Jesus toward His parents?

How can I be a better daughter to them?

Activities Suggested for Mid-Week Meetings

Making something for mother.

The study of good mothers in the Bible: Jesus' mother, Moses' mother, Hannah.

Making a health chart for the family.

Project 7: Other Members of My Family.

Objective

To cultivate in the mind of the student a helpful and democratic attitude toward the other members of the family.

Bible References

Genesis 13:1-13; 27-28; 37-45.

Abram and Lot 13:1-13.

Esau and Jacob 27-28.

Joseph and brothers 37-45.

Eph. 6:5-9.

Problems and Questions Suggested for Sunday Meetings

My relation to other members of the family.

My attitude toward each one of them.

Their attitude toward me.

Is everybody happy at my home?

Why are servants my friends?

How can I make everybody happier?

Activities Suggested for Mid-Week Meetings

Making something for the family for Christmas.

Planning a party at Christmas or on New Year's Day.

Making something for homeless children for Christmas.

The First Christmas (The Story of Christmas)

Objective

The story of Christmas is a beautiful poem or a hymn offered to the Baby Jesus. To the student of the first year the simple story of the birth of Jesus is told as it is recorded in the Gospels. She will know the deeper meaning of Christmas as the years go by.

Bible References

Luke 2:1-7: His birth.

Luke 2:8-20: The shepherds came to adore Him.

Luke 2:8-20: The chorus of the angels in heaven.

Matt. 2:1-12: The wise men came from the East.

Luke 2:22-24: Mary took Jesus to the temple.

Luke 2:25-35: The adoration of Simeon.

Matt. 2:13-23: Flight to Egypt.

A Christmas legend is suggested. "Little Jean" from F. J. Curtiss' Christmas Stories and Legends.

Lyman, Edna, Story Telling.

Smith, E. S., Christmas in Legends and Stories.

Section 3: My Friends

(January to March)

To the student human affairs and problems become attractive more and more, and her interest is getting wider and wider. She begins to long for friends. Friendship is a mystery to her and becomes the center of her interest. A girl of this age is sensitive. Her sensitive and delicate mind is easily hurt and is easily made happy. She is apt to be moodish. This is due to physical change. But she must learn the right attitude toward people and wholesome friendship. The leader can teach her self-control and at the same time the secret of attractive and friendly personality. This topic will be exceedingly interesting for both the leader and the student as they face problems that arise from the group.

Preparation Suggested

Materials should be collected from literature, art, and music.

It is important to know the physical condition of each student. Intimate and kindly watch over her is required.

In order to protect the student from too introspective tendency, many activities are necessary.

Materials in English Suggested

Morgan, W., Friendship.

Franklin, E., Friendly World.

Colson, Friendship of Ours.

Project 1: My School Friends.

Objective

Home is the first society to the student. The school is the second; there she has to meet greater varieties of people. The object of this project is to lead the student to appreciate people and to try to know them.

Bible References

Matt. 9:10-13.

Luke 7:1-10; 7:36-50.

Problems and Questions Suggested for Sunday Meetings

Have I good feeling toward everybody at school?

Is it wrong to dislike people? If so, why?

Why is it necessary to have harmonious relations with everybody?

What is necessary in order to maintain harmony?

Do I quarrel with people?

How can I overcome these faults?

How can I become a good friend to older and younger girls?

What is good friendship between the teacher and the student?

Is it wrong to have only few friends? If so, why?

Activities Suggested for Mid-Week Meetings

Games.

Collecting poems and quotations about friendship.

Collecting good stories about friendship.

Project 2: My Special Friends

Objective

To learn the importance of wholesome friendship and to be a good friend are the objects of this project. By appreciating good friendship of other people, the student can learn to be a good friend.

Bible References

The story of David and Jonathan: I Samuel 19,20.

Luke 5:1-11, 27-28.

Matt. 10:1-5; 26:17-29; 26:36-46.

Luke 10:38-41.

Problems and Questions Suggested for Sunday Meetings

How should I choose my friends?

Is it right to have special friends? If so, why?

How can I be a good friend to them?

How can I keep friendship?

Can I have many close friends?

Who are Jesus' friends?

How did He help them as a friend?

What should I do, if I am disappointed in some of my friends?

Why Jesus chose special friends.

Activities Suggested for Mid-Week Meetings

Games

Good music

Collecting stories, poems, and quotations about firendship.

Project 3: Friends of Other High Schools in the City

Objective

A Christian school is considered different from other High Schools in the city, and there is some prejudice that causes troubles sometimes. The student must learn to help in creating a better understanding and friendship in relation to other schools.

Problems and Questions Suggested for Sunday Meetings

Are we fair to friends of other schools?

Have we good feeling toward them; if not, why?

If there is prejudice among schools, how can we help to take it away?

How can we create good feeling among schools?

Are we polite to teachers of other schools?

Activities Suggested for Mid-Week Meetings

Planning a party for girls of other schools.

Planning meeting them.

Visiting other schools.

Planning to have tennis or basketball tournaments with other schools.

Planning to do some kind of work with friends of other schools.

Project 4: Foreign Friends in the City

Objective

As there are always a few foreigners in the city, there is good opportunity for the student to know people from other countries. The leader can teach the student that they are not different from her and can help her to know them better. The desire to know is the first step in friendship. The leader can help the student in cultivating this desire by giving her proper opportunity for getting acquainted with strangers.

Bible Reference

John 4:1-42.

Problems and Questions Suggested for Sunday Meetings

The study of some of the customs of the foreigners, of their ways of living, of their languages, and of their ways of thinking.

How Jesus treated foreign friends.

How can we be better friends to foreigners?

Are they happy and comfortable here?

If not, how can we make them happier?

Are we responsible for doing that; if so, why?

What prevents us from being friendly toward them?

What attitude should we have towards their customs?

Is it right to expect them to follow Japanese customs?

Activities Suggested for Mid-Week Meetings

Planning a party for Korean girls.

Planning a party for other foreign friends.

Sending some gifts or friendly letters to them.

Visiting some of them.

Project 5: Friends Beyond the Sea.

Objective

Prejudice among nations or races is the business of older people. Yong people in any country are quick to appreciate other races. It is society that creates prejudice to foreigners. Education has the most heavy responsibility for this. If the student learns to love those foreigners in the city, it is easy to cultivate a friendly feeling toward other countries. To know something about lives of girls in different countries is the object of this project.

Problems and Questions Suggested for Sunday Meetings

The study of American,Canadian,Chinese, and Indian High Schools for girls.

The study of their home lives, plays, dress.

Activities Suggested for Mid-Week Meetings.

Sending letters to girls in some other country.

Making scrap-books for them.

Learning popular songs of other countries.

Picture study.

CHAPTER II

THE SECOND YEAR

CHAPTER II

THE SECOND YEAR

Section 1: People Whom I Respect

(April to June. -- September to December)

As the student thinks of people more and more, and her interest grows wider, a biographical study becomes atrractive and influential to her. Through the study of great lives, she learns of higher ideals for her own life. So for the second-year girls a study of great lives is proposed. The point in such a study is that the student can find guidance, help, and inspiration for her own experiences through those of other people. The lives suggested in this curriculum are those that present some specific human experiences that stimulate the growth of the student.

Preparations Suggested

It is not proposed to thoroughly study each life, but rather to carefully study some specific experiences of each life; this is more impressive.

Experiences must be interpreted simply, so that the student can appreciate them fully.

Stories of the lives must not be exaggerated.

Any of the great lives are not perfect by any means. The thing that people admire is their sincere effort and their absolute faith in God.

Some activities connected with the study are suggested. They are more or less similar. To prevent the group from falling into monotony, various activities must be undertaken.

The girls' interest in reading may be cultivated by this study. Try to help the student to get acquainted with books published by some of the men whom she studies about.

Materials in English are suggested here, but there are many books published in Japan; collect as many as possible, so that the student also can use them.

Materials in English Suggested

Parsons, K., Stories of People Worthwhile.

Wallace, A., Hands Around the World.

Mathews, B., Heroes in Friendship.

Hunting, H. B., Pioneers of Good Will.

Evans, L., Heroes of Israel.

Winifred and Kirkland, Girls Who Made Good.

Bolton, S. K., Lives of Girls who Became Famous.

Chamberlin, E. C., Heroes of Peace.

Parkman, M. R., Heroines of Service.

Tucker, R. L., Builders of the Church.

Wallace, ., Mothers of Famous Men.

Activities Suggested for Mid-Week Meetings

Dramatizing some of the stories.

Collecting books published by some famous people.

Collecting pictures of some of them.

Collecting quotations or words of some of the great.

The study of the works left by some of them,--such as education of the blind or the work for prisoners.

Giving actual help to some good cause; for instance, helping the work of the Salvation Army or that of Dr. Kagawa.

1. Abraham -- The man of great faith.

Bible References: Genesis 12, 13, 17, 18, 19, 21, 22.

His absolute obedience to God is shown in the story of his offer of Isaac. Genesis 22.

2. Moses. -- The great leader of Israel.

Bible References: Exodus 2-20; Numbers 20-36. Deut. 1-3,33.

The story of his call tells of his timidity (Exodus 4), but he accomplished a big task, for he trusted in God.

3. St. Paul. -- The first missionary of the world.

Bible References: Act. 7-28.

The experience of his conversion.

Acts. 9:1-31. He could not stand against God.

4. Livingston. -- The second great missionary.

He became a friend of savage people.

5. Mother of St. Augustine. -- One of the greatest mothers of the world.

Her prayers saved her son from a sinful life.

This is suggested for the lesson on Mother's Day in May.

6. St. Francis. -- A real follower of Jesus.

He was a most humble man.

7. Martin Luther. -- The founder of the Protestant Church.

He was not affraid of people, but of God.

8. Helen Keller. -- The blind leader.

She overcame misfortune with the power of will.

9. Leo Tolstoi. -- A great Russian writer.

He shared the sufferings of poor people.

10. Elizabeth Fry. -- The great friend of prisoners.

11. William Booth. -- The father of the Salvation Army.

He loved and served people.

12. Kagawa of Japan. -- The friend of all the people.

He knows real happiness.

13. Gandhi of India. -- The great leader of the Hindu people.

He bears sufferings of other people.

14. Madame Curie. -- The great scientist.

She knew how to study.

15. Some great missionaries who introduced Jesus to Japan.

They taught love of God by their own lives.

It is planned that the student makes a biographical study of some great people and learns about the life of Jesus as the greatest of all lives. The story of his Birth should be the Christmas lesson.

The Second Christmas

The Birth of Jesus

Objective

Those lives that have been studied are great because they knew Christ. At the second Christmas the student can realize Christ as the Greatest Leader through whom men can accomplish something good.

Bible References

The annunciation of Mary. Luke 1:26-38.

Mary's visit to Elizabeth. Luke 1:39-56.

Mary's song. Luke 1:46-55.

His birth. Luke 2:1-7.

The shepherds came to adore Him. Luke 2:8-20.

The chorus of the angels. Luke 2:8-20.

The wise men from the East. Matt. 2:1-12.

Mary took Him to the Temple. Luke 2:22-24.

The adoration of Simson. Luke 2:25-35.

Flight to Egypt. Matt. 2:13-23.

Lesson

John 15:1-16.

If man follows Jesus, he can do something noble, because through Him the man can know God who is the source of all goodness and all nobility.

A Christmas story is suggested: Where Love Is, There God Is Also, by Tolstoi. Story Telling, by Edna Lyman.

Section 2: The Life of Jesus

(January to March)

Objective

All those who have lived bravely and nobly are followers of Jesus, who lived to the greatest perfection. The study of the life of Jesus is, therfore, the climax

of biographical study. By this time, the student is ready to know more about Jesus Himself. Three months are used for the special study of Jesus. It is not the aim to cover all the events recorded in the Gospels or to study His life according to one Gospel, but to know some of His experiences and teachings that are clear to the understanding of the second year student.

1. His Boyhood

Bible References

His Growth. Luke 2:39, 52.

His visit to the temple. Luke 2:41-51.

Records about His family. John 7:1-10.

Mark 3:31-35; 6:1-3.

John the Baptist mentioned Jesus. Luke 4:16

Problems and Questions Suggested for Sunday Meetings

Jesus' education.

His family life.

Environment in which He was brought up.

Condition of the country of His time.

Activities Suggested for Mid-Week Meetings

Map study.

Collecting pictures of Jesus and Mary.

2. The Beginning of His Public Life

Bible References

The Baptism. Matt. 3:13-17. Mark 1:9-11.

Luke 3:21, 22.

Temptations. Matt. 4:1-11. Mark 1:12, 13.
Luke 4:1-13.

Gathering the Disciples. Matt. 4:18-22.
Mark 1:16-20. Luke 5:1-11. Mark 2:13-17.
Luke 5:27-32. Matt. 9:9-13.

Problems and Questions Suggested for Sunday Meetings

The nature of His temptations.

Why He was baptized.

Why He called disciples.

What kind of people the disciples were.

Activities Suggested for Mid-Week Meetings

Map Study

Collecting quotations from the Bible.

Making a prayer book of my own.

3. Helping People

Bible References

The story of the woman of Samaria. John 4.

Feeding five thousand people. Matt. 15:32-39.
Mark 8:1-10.

The story of the Centurion's servant. Matt. 8:5-13.

Mark 7:31-37. Luke 7:1-10

Helping Zachaeus. Luke 19:1-10.

Helping the wretched woman. Luke 7:36-50.

Problems and Questions Suggested for Sunday Meetings

What kind of people did Jesus help?

How did He help them?

What became of them?

Activities Suggested for Mid-week Meetings

Collecting pictures of Jesus.

Collecting other stories that Jesus helped people.

Making a scrap-book of quotations from the Bible.

4. His Power

Bible References

Over nature. Matt. 8:23-27. Mark 4:35-41.
Luke 8:22-25.

Over evil spirits. Matt. 8:28-34. Mark 5:1-20.
Luke 8:26-39.

Over death. Matt. 9:18-26. Mark 5:21-43.
Luke 8:40-56.

Over sickness. Matt. 9:27-34. Luke 13:10-21.

Over Sin. Mark 8:22-26.

Problems and Questions Suggested for Sunday Meetings

What was His motive of showing His Power?

What did He intend to teach by such acts?

What is the source of His power?

Activities Suggested for Mid-week Meetings

Doing some special service to the school, such as cleaning the garden.

Doing some special service to the church, such as cleaning the church building.

5. The Kingdom of God

Bible References

Jesus' idea of the Kingdom of God. Matt. 13:31-35.
Matt. 13:44

What is the Kingdom of God

Happiness Matt. 5:1-12.

Righteousness Matt. 5:20-30. Matt. 15:1-11.

Kindness Matt. 5:41-48.

Who enters into it. Matt. 18:1-5. Matt. 19:16-24.
Matt. 20:1-16.

Problems and Questions Suggested for Sunday Meetings

What was the contemporary idea of the new kingdom?

What did the Jews wait for?

What was Jesus' idea of the happy world, heaven?

Is it the world after death?

Does it include material riches, too?

How can we help in making the world the Kingdom of Heaven?

Activities Suggested for Mid-Week Meetings

The study of the Kingdom of God movement started by Dr. Kagawa.

Making aprons or underwears for poor children.

Making underwears for lepers.

6. Jesus and the Pharisees

Bible References

Teaching as to the Sabbath. Matt. 12:1-8.

Practice of Fasting. Mark 2:18-22.

About washing the hands. Mark 7:1-16.

Luke 11:37-54.

The prayer of the Pharisees. Luke 18:11-14.

Problems and Questions Suggested for Sunday Meetings

Why the Pharisees disliked Jesus.

Why they could not understand His teachings.

What their trouble was.

Activities Suggested for Mid-Week Meetings

Planning a party for church Sunday School children.

Planning a party for Sixth Grade children of the nearest grammar school.

7. His Purpose

Bible References

The Lost Sheep. Matt. 18:1-14.

The Prodigal Son. Luke 15:11-32.

The Parable of the Vineyard. Luke 20:9-16.

His purpose of coming to the world. John 10:28.

John 11:25.

Problems and Questions Suggested for Sunday Meetings

What is His purpose?

For what did He suffer?

What does He teach in the Lost Sheep and in the Prodigal Son?

Who is the Prodigal Son?

Activities Suggested for Mid-Week Meetings

Dramatizing the story of the Prodigal Son.

Writing comfort letters to women prisoners.

Visiting poor families.

8. His Trial and Crucifiction

Bible References

Juda's betrayal. Matt. 26:1-5. Mark 14: 17-21.

Last Supper. Matt. 26:17-30. Mark 14:12-26.

At Gethsemane. Matt. 26:36-46. Mark 14:32-42.

His arrest. Matt. 26:47-56. Luke 22:47-53.

He was condemned. Matt. 26:57-Matt. 27:10.
Luke 22:54-71.

Pilate gave Him to the Jews. Matt. 27:11-31.
Luke 23:1-25.

He was executed. Matt. 27:32-56. Mark 15:21-41.

He was buried. Matt. 27:57-66. Mark 15:42-47.

Problems and Questions Suggested for Sunday Meetings

Why He had to be executed.

What does the cross mean to man?

Did He die for each individual?

Why He suffered at Gethsemane.

Activities Suggested for Mid-Week Meetings

Planning a special prayer meeting on Good Friday.

Having any religious drama.

9. His Resurrection

Bible References

Events on Sunday morning. Matt. 28:1-15.
Mark 16:1-8. Luke 24:1-12.

He appeared

At Emmaus. Luke 24:13-35.

At Jerusalem. Luke 24:36-43.

In Galilee. Matt. 28:16-20.

He is the Resurrection. John 11:25.

Problems and Questions Suggested for Sunday Meetings

Did He really appear in body?

How did the disciples know He was risen from the dead?

Can we experience Him, too, as the disciples did?

Activities Suggested for Mid-Week Meetings

The study of hymns of the resurrection.

The study of other sacred songs.

Sending Easter cards to children in an orphanage or to children criminals.

CHAPTER III

THE THIRD YEAR

CHAPTER III

THE THIRD YEAR

Section 1: Some Problems of My Life

(April to March)

The striking phenomenon of the girl of teen age is physical growth in height and weight. Her every experience has more or less connection with physical change. Naturally sex problems draw her attention a great deal. She becomes conscious of the opposite sex more and more, and emotion occupies a great part of her life. She is conscious of her deep feeling and longing, but objects of her feeling are vague. This feeling sometimes appears in love for older friends of the same sex. And it often appears in religious consciousness. She yearns for something higher than herself. She is very much interested in religious problems, too. It is not natural for her to keep such strong feeling within herself. It must be expressed in some way, and so it requires to be nourished and cultivated into nobler Christian consciousness. Her problems become more and more complex, as her experiences grow in social life as well as in individual life. So at the same time the leader must help the student to be rational toward life.

problems. The whole year is used for leading the student into actual Christian life. Faith and love of the leader may win the student to Christ.

Preparations Suggested.

Collect good stories, novels, pictures, and songs -- as many as possible. They are very effective in emotional education.

Special religious meetings (Shuyo-Kai) for training the student as a Christian under religious leaders are available in this year.

Training must be practical, and so the leader should treat problems in a practical way.

Problems of the third year student are personal. Individual training is especially required during the year.

Project 1: Reading

Objective

Young people often complain that they are urged not to read any popular magazines, books, or even the newspapers, without being told the reason. The student should be taught to study, thoroughly and critically, magazines and books that attract her. It is also most important to cultivate in the mind of the student good taste for reading

by supplying and recommending good and suitable books.

Problems and Questions Suggested for Sunday Meetings

The study of books and magazines that I read.

The study of all the magazines for girls.

The study of the existing papers.

The study of the use of the dictionaries and reference books.

The study of the school library.

How does reading influence me?

How and where can I get good books and magazines?

What length of time should I use for reading besides regular school works?

How can I cultivate good taste for reading?

Is the school library satisfactory to the student?

Activities Suggested for Mid-Week Meetings

Collecting lists of names of good books.

Reports on some book review.

Making together some of the books or magazines.

The study about some popular authors.

Project 2: Recreation

Objective

Recreation is another great problem of young people. It is chracteristic of young people that they

constantly search for thrills and stimulation, especially when they are dissatisfied with their environment. Under this project, positive education is required again. The first thing to do is to help the student to critically study about all recreational means. The second thing is to cultivate in the mind of the student good taste for recreation by helping her to appreciate better and more beautiful things in the world.

Materials in English Suggested

Elson, J. C., Community Recreation.

Harbin, E. O., Recreational Materials and Methods.

May, C. P., Leisure and Its Use.

Moxcey, M. E., Leadership of Girls.

Reisner, C. E., Social Plans for Young People.

Rohrbough, L., Handy for Social Recreation.

Problems and Questions Suggested for Sunday Meetings

The study of the show.

The study of dancing.

The study of popular music and songs.

The study of radio.

The study of athletic amusements.

The study of other games and plays.

The study of parties.

How much should I spend for recreation?

What length of time should I use for recreation?

What are good recreational means?

What is my habit of recreation?

How does good amusement, like music, books, talking, games, or good shows, help me?

Activities Suggested for Mid-Week Meetings

Collecting good popular songs, stories.

The study of some interesting games.

Planning an athletic meeting.

Planning an enjoyable party.

The study of amusements of other countries.

Reports on recreational habits of some students.

Project 3: Sex Problems.

Objective

The object is to help the student to learn why the body is so precious, and how to take care of herself as a pure and loving girl.

Materials in English Suggested

Elliot, G. C., The Sex Life of Youth.

Eggleston, M. W., Womanhood in the Making.

Hall, W. S., Love and Mariage.

Newman, H., Modern Youth and Marriage.

Spalding, A. W., Makers of the Home.

Bible Reference

I Cor. 6:19, 20.

Problems and Questions Suggested for Sunday Meetings

The study of physical hygiene of women.

Why does God make men and women?

Why is the body precious?

How is mind related to body?

How can I keep myself healthy in body and in mind?

What is purity in mind and body?

How can I get right knowledge of sex problems?

What books are good for this purpose?

What is my attitude toward marrieage?

Is it right to marry a man whom I do not respect?

What is the meaning of marriage?

Is there anything that we have to correct in the married life of the Japanese?

Is it right to get married twice?

Is the divorce right under any circumstances?

Activities Suggested for Mid-Week Meetings

Walking.

Games.

Planning an athletic meeting.

Collecting poems of good home life.

Project 4: Friendship Between Girls and Boys

Objective

The girl of this age is educated to be free in thought and in action; still, love between the two sexes is considered somewhat conservatively. There is no question about its being absolutely natural that girls should be attracted by certain boys. The problem is one of how to obtain good boy friends. The object of this project is to help the student to appreciate wholesome friendship for boys and proper ettiquette between girls and boys.

Problems and Questions Suggested for Sunday Meetings

Why am I interested in boys?

Is it right to pay attention to boys while I am still quite young?

How can I know good boys?

How can I cultivate good friendship for boys?

What is proper ettiquette between boys and girls at church, on the street, or at home?

Is it right to have secrets about boys?

What is abnormal friendship?

How can I protect myself from some bad boys?

Why must I protect myself from them?

Do I tell everything to my mother?

Activities Suggested for Mid-Week Meetings

The study of some good love stories or friendship stories.

Collecting good poems of friendship and love.

Project 5: Temptation.

Objective

The object is to help the student to know what kind of temptations she meets and how to overcome them by studying how Jesus overcame His temptations.

Bible References

Matt. 4:1-11; 26:41.

Luke 4:1-15; 8:11-15.

I Timothy 6:6-12.

James 1:2-18.

Problems and Questions Suggested for Sunday Meetings

What were Jesus' temptations?

When did He meet temptations?

Why did He meet temptations?

How did He overcome them?

Did Jesus meet any other temptations besides those three in the desert?

What kind of temptations do I meet every day?

When do I meet them?

Is temptation within myself or outside of myself?

What will become of me if I yield to temptation?

How can I protect myself from temptation?

How can I overcome it?

Why should I expect help from God and my friends at the time of difficulties?

Activities Suggested for Mid-Week Meetings

Making a conduct chart.

Reading some good stories.

Walking.

Games.

Project 6: Sin.

Objective

It is not the object to teach the student that human nature is wicked, but to help her to experience that man has possibility of growth, and his growth can be achieved by the help of God.

Bible References

Ex. 20:3-17.

Proverbs 10:19, 20.

Matt. 15:1-20.

II Cor. 5:21.

I John 1:6-10.

Problems and Questions Suggested for Sunday Meetings

What Jesus taught about sin.

How His idea of sin was different from that of the Pharisees. Ex. 20:3-17 and Matt. 15:1-20.

What is conscience?

How can I distinguish right from wrong?

Why am I afraid of people?

What should I do to atone for my wrong-doing?

Does punishment make me better?

Have I responsibility for sins of other people? If so, why?

What did Jesus expect the man in Matt. 5:48 to do?

Can I also grow?

How can I grow?

Activities Suggested for Mid-Week Meetings

The study of sacred music.

The study of sacred pictures.

Project 7: Suffering

Objective

All the things in the universe grow through suffering. Man can be a child of God through the suffering of Jesus on the cross. This is the deepest truth that can be experienced in Christiam life, but it is simple

enough to be understood by the student. The thing that she is to learn is that by bearing sufferings of her own and of other people her personality will be enriched.

Bible References

Psalm 55:52.

Matt. 5:10; 11:28-30; 25:42-46.

Romans 8:17.

John 9:1-3.

Problems and Questions Suggested for Sunday Meetings

What are the sufferings of the world?

For what do people suffer?

Why do we suffer?

Why did Jesus suffer?

Why did He die on the cross?

Did He die for me, too?

Does God give me sufferings?

How should I think of my sufferings?

Am I responsible for sufferings of other people? If so, why?

How can I bear their sufferings?

Activities Suggested for Mid-Week Meetings

Visiting hospitals.

Making something for poor children for Christmas.

Making Christmas gifts for people who are in need.

Project 8: Growth

Objective

In order to grow into a better life, man must give up his selfish motive and must live in the motive of Christ. The more he experiences the life of Christ, the deeper and richer he grows. This is a Christian life. The leader can help the student to experience this truth of being a Christian.

Bible References

John 3:3-21; 4:14.

Romans 8:14, 9.

Gal. 5:16; 5:22.

Problems and Questions Suggested for Sunday Meetings

What does Jesus teach in John 3:3-21?

What does it mean to be born again?

What does Paul mean by "spiritual"?

What changed Paul into such a great personality?

What was Jesus' motive for living?

What is my motive?

Is it wrong? if so, why?

What does God want me to do?

What is rich life?

Can everybody get that experience of Paul?

How can I grow into a great personality?

Activities Suggested for Mid-Week Meetings

Making a poster for Armistice Day.

Christmas Plans.

Project 9: Prayer.

Objective

The desire for a better life must lead to prayer in which the student can personally experience meeting God The leader can help the student to know what prayer means to her.

Bible References

Matt. 6:5-15; 26:36-46; 21:22.

Psalms 51.

Eph. 6:18.

Problems and Questions Suggested for Band y Meetings

What is prayer?

What was the secret power of the personality of Jesus?

Is it necessary to take time for prayer?

Do I believe in prayer?

Why should I pray with people?

Why is it hard to pray sometimes?

Is it right not to pray when I do not want to?

Why should I listen to prayers of other people?

What do I experience in prayers?

How did Jesus pray? John 4:24.

How can I continue to pray?

Why do I pray through the name of Jesus?

Activities Suggested for Mid-Week Meetings

The study of some prayer books.

The study of some hymns.

Planning to have a prayer meeting for some definite, common purpose.

Plans for Christmas.

The Third Christmas

Jesus, The Saviour

Objective

The desire for better life becomes a prayer in the heart of the student; then conversion will be the natural result of it. At Christmas of the third year it is hoped that the student can experience Jesus personally as the Saviour who is to guide her into a new life of joy.

Bible References

What is the meaning of joy of Christmas to me? Luke 2:19,20.

Did I give Him a room in my heart? Luke 2:7.

What did He give me? Love of God, Luke 15. The way of life, John 1:9.

What is His way of life? Sacrifice of my motive, Matt. 16:24-26. Service to others, Matt. 25:31-46.

A story of Christmas is suggested. Henry Van Dyke, The Other Wise Man.

Project 10: Happiness.

Objective

Real happiness is experienced in acts of service. But how hard it is for the student to know this truth, when material things are so fascinating and easy life is so attractive. The leader can lead her into this experience of real happiness.

Bible References

Matt. 5:1-12; 16:24-26.

John 15:11-13.

Romans 14:17.

Problems and Questions Suggested for Sunday Meetings

Am I truly happy; if not, why?

What is happiness to me?

Is it genuine happiness to me?

What was happiness to Jesus?

Was He really happy?

Can material things make me happy?

Can I make myself happy?

How can I make myself happy?

Can I be happy in the midst of troubles?

How can I make people happy?

Activities Suggested for Mid-Week Meetings

Song service.

Collecting poems and quotations about happiness.

Project 11: New Life

Objective

Religion is the experience of one's soul. But education has the privilege and right to lead the student into a definite attitude toward life. The object of this project is to teach the student the meaning of conversion and baptism.

Bible References

Matt. 19:16-30.

Luke 8:4-8; 15:1-10.

John 15:1-10.

Romans 8.

Problems and Questions Suggested for Sunday Meetings

Was Jesus a perfect man from the beginning?

If not, how did He achieve such a great development in His life?

How can I grow into a better life?

What prevents me from growing?

Can I be changed suddenly?

What is necessary for me to grow?

Can I grow alone?

Who helps me to grow?

What does the parable of the seed teach me?

How can I enter into communion with Jesus?

Why was Jesus baptized

Is there any meaning in the ceremony of baptism?

Am I responsible for growth of other people?

Activities Suggested for Mid-Week Meetings

Reading from some books about religious experiences such as Pilgrims' Progress, or some short stories of this kind.

Project 12: The Bible.

Objective

The object is to help the student to appreciate the Bible as the book of progressive human experiences of God and to learn to interpret its truths in her own life experiences.

Materials in English Suggested

Streibert, M., Youth and the Bible.

Pearce, W. P., The World's Best Book.

Blaikie, W. G., Bible History.

Smyth, J. J., How We Got Our Bible.

Willett, H. L., The Bible Through the Centuries.

Hall and Wood, The Bible of Life.

Problems and Questions Suggested for Sunday Meetings

What is the Bible?

How was it compiled?

Who are the authors?

What books are there in the Bible?

When were they written?

How did it come to be translated in many languages?

When was it translated into Japanese?

Why is it the most precious book?

Does inspiration come from the Bible itself, or from the truths that it holds?

Does the Bible give me help?

Activities Suggested for Mid-Week Meetings

Reading some passages from the psalms, or reading some parts from the Old Testament that are understandable to the student.

Project 13: Church

Objective

The object of this project is to lead the student to appreci te Christian fellowship and to feel responsi-

bility for her part in church. The fact that young people find it hard to join church indicates the necessity of the study of present conditions in the church. This project requires coöperation of church people.

Bible References

Acts 2:44-47.

Eph. 1:22,23.

Col. 1:18-23; 2:19; 3:12-17.

Problems and Questions Suggested for Sunday Meetings

The brief study of the origin of church and its history.

What is church life?

Why do I belong to chruch?

What is Christian fellowship?

Is there any meaning in communion service?

Why do we have to attend church service?

Activities Suggested for Mid-Week Meetings

The study of some hymns.

The study of church architecture.

Planning a party for church women or Sunday School children.

Project 14: My Place in the World.

Objective

The student must learn that she can contribute something to the world, if she is ready to yield herself to the will of God. The object of this project is to lead the student to learn this attitude and to be ambitious for her life.

Bible References

Matt. 18:10-14.

Luke 5:8-10.

Eph. 2:10.

Problems and Questions Suggested for Sunday Meetings

Has everybody a place in the world?

How can I find my place?

What can I do after I finish my school?

Has God a plan for me?

How can I know His will?

What is ability?

Does God favor some people?

What is the Kingdom of God?

Who built it?

What is the value of work for each person?

Am I willing to do what God wants me to do?

Activities Suggested for Mid-Week Meetings

Planning a party for younger or older students.

Planning to do something for people who are in need.

CHAPTER IV

THE FOURTH YEAR

CHAPTER IV

THE FOURTH YEAR

If the student is normally developed mentally and physically, she is interested more and more in problems of other people and of the universe. Is it uneducational to present a problem of death to the young student? Surely she has already questioned it and perhaps she has not yet received an answer. Even to small children death gives fear and doubt, and it is always left untouched. Fatalism given by the influence of Buddhism is still deeply rooted in Oriental people, and it often leads young people to tragedy. Life and death are the fundamental problems of religion. They must be considered by the student sooner or later. In the fourth year problems of human destiny and death are presented first.

Other religions are brought in as the second problem. There are some practical problems concerning ceremonies and customs of other religions. In many cases the attitude of graduates from Christian schools is not considered right. It is due to the fact that they are not prepared to meet different situations with the right attitude. The purpose in this curriculum is for the leader to help the student to solve some practical problems

rather than thoroughly study theological problems, though she has to touch some of the fundamental principles of religion.

It is thought by some people that religious education in the past lacked positive training of young people. If Christianity stays in the merely negative, not-to-do-the-bad stage, then it is not different from teachings of other religions. Surely Christian education must lead the student up to the positive, to-do-the-good level, no matter what its cost to her. By this time social problems naturally arise in the student's mind. Training her as a strong Christian citizen and patriot is the aim of social education, which is presented in the third topic, Social Problems. The fourth and fifth years are used for this purpose of training the student as an actual Christian social worker.

Section 1: Problems of Life and Death

(April to June)

Preparations Suggested

Materials must be collected from the right sources. There are many books published, presenting various ideas regarding death.

Stories that treat death in a beautiful Christian way of thinking serve the purpose.

In the fourth and fifth years discussion is the main procedure of the class, as their problems require much consideration. But activities must be undertaken, especially when they have difficult questions such as death. If there are no special activities connected with the projects, any kind will do for recreational purposes.

Project 1: The Resurrection of Jesus

Objective

The object of this project is to lead the student into the actual experience of knowing the risen Christ in her life. The leader must be convinced that the records of His resurrection are the symbolical expression of the spiritual experience of knowing Jesus.

Bible References

Matt. 28.

Mark 16.

Luke 24.

John 20,21.

Acts 2:22-28, 33.

Gal. 5:16.

I Cor. 15.

Problems and Questions Suggested

The study of the records of the resurrection of Jesus.

The study of the fifteenth chapter, I Corinthians.

What was Paul's experience of knowing the risen Jesus?

Did Jesus rise from death in body?

What are the witnesses of His resurrection?

What is the Holy Spirit?

How can we know Jesus is risen from death?

How does He work now?

How does He help us now?

Project 2: Destiny.

Objective

The student must know that she creates her own life by the guidance of God, and the leader can help her to know what the guidance of God is.

Bible References

Psalm 23.

Phil 2:12-15; 3:13-14.

Problems and Questions Suggested

The current idea of destiny.

The idea of destiny in Christianity.

Is my life planned already by God, or can I build my own life?

How can I build my life?

How do we build our lives together?

Does God give us misfortunes?

Why do we have troubles like sickness, poverty, earthquake, or famine?

Is there guidance by God?

What is it?

How can we know His guidance in our lives?

Is conscience guidance of God?

Where can I find His guidance?

Can I find it in the Bible?

How Jesus knew it?

How Paul knew it?

What will happen to those who live against His will?

Project 3: Life After Death

Objective

The object is to lead the student into conviction that human life is ever growing and physical death is merely incidental to the process of spiritual growth. This conviction is made sure by the resurrection of Jesus. Superstition as to death must be eliminated from the mind of the student.

Bible References

Matt. 19:15-26; 25-46.

John 3:15; 6:54.

Romans 5:21.

Titus 1:2.

Phil. 3:2-11.

I John 3:11.

I Cor. 15.

Problems and Questions

How can I know that life continues after death?

How does my life continue?

Shall I receive eternal life after death?

Does eternal life mean that man will be born again in this physical world (transmigration-ism of Buddhism)?

Can we meet each other after death?

Shall I keep my own individuality after death?

What is physical death?

What is heaven and hell?

If man dies without knowing God, what will happen to him?

What is the spirit of man?

How does my life develop from a physical condition up to a spiritual state?

Is it right to commit suicide?

What happens to those who die by accident?

What will happen to those who never try to live to the best of their ability?

Project 4: Universe

Objective

The relation of the universe to God from the standpoint of developmental principle is suggested as the last project. Under this, naturally the problem of science and religion will be brought up. The object of this study is that the student learns that the spiritual power of God is essential in creation and that the whole universe is to be spiritualized by it.

Bible References

Gen. 1:1-2:3.

Amos 4:13.

Psalms 8:4-9.

Matt. 5:4,5; 6:26-30; 10:29, 30; 8:26.

Luke 4:1; 12:23, 24.

Mark 4:27.

John 3:8; 12:24.

Problems and Questions

How is this world made?

Is natural calamity punishment by God?

Why does He make natural calamity?

Is the universe developing?

What did Darwin teach us?

Will this world continue forever?

What is the position of man in the universe?

Are men living on some other parts of the universe?

Is there another world besides this?

What is the purpose of God in making the universe?

Where is God?

Section 2: Other Religions

(September to December)

Preparations Suggested

Correct materials must be collected. No materials in English are suggested here, for they must be collected in Japan.

In order to prevent misunderstanding, it is hoped that the leader will get the coöperation of parents and suggestions from leaders of other religions and from the city officials.

Project 1: About Buddhism.

Objective

The object is practical, as suggested at the beginning of the chapter. To help the student to know how to face different situations which deal with Buddhist ceremonies is the object of this project.

Problems and Questions

The brief study of the life and teachings of Buddha.

The study of characteristic ceremonies and customs of each denomination.

The study of contribution of Buddhism to the daily life of the Japanese.

When we do not believe in some ceremonies, is it right to attend those services?

What attitude should we take toward things that are not possible for us to believe?

What customs and festivals of Buddhism should we keep?

What should be our attitude toward temples?

What happens to Christians who are buried with Buddhist funeral ceremonies?

Project 2: Shinto

Objective

The object is the same as that of the first project. The problem is, however, more delicate than the first.

Problems and Questions

The study of fundamental teachings of Shinto.

The study of ceremonies -- their meaning.

What is the good point in ancestor worship?

In what sense can we remember our ancestors?

How should we think of shrines?

Should we worship at the shrine when we have to?

Should we keep tablets?

Project 3: Other Religious Sects.

Objective

The object is the same as those of the first and the second projects. The study of superstition can be added to it.

Problems and Questions

The studies of the teachings of other religious sects.

The study of their origins.

The study of their contribution or harm to Japan.

What is superstition?

Is there any meaning in a magical paper, a charm, or a talisman?

Why do some people want those things?

What attitude should I take to those who believe in such things?

Why do men want idols?

Is it right to marry a man who believes in a different religion than mine?

The Fourth Christmas

Jesus the Way

Objective

At the fourth Christmas the student learns that Jesus is the way to truth, as He is the Redeemer and showed us the highest life of man, and through Him man can live the best life.

Bible References

John 14:6; 15:1-21; 3:16.

Problems and Questions

What does the chorus of the angels suggest? -- The joy of the birth of Jesus.

Why is it joy? -- God gave man His only Son to reveal His love and to give life.

What does the story of the shepherds suggest? -- The humble soul can know Jesus.

What does the story of the manger suggest? -- The world rejected the Saviour. There was no room for Jesus in the heart of men.

What does the story of the Wise Men suggest? -- Even the wisest man in the world cannot live without Jesus. The whole world will follow Him.

Section 3: Social Problems
(January to March)

Preparations Suggested

Newspapers, magazines, popular books, novels, essays, popular songs, art,--all these indicate that current ideas are the materials.

It is suggested that the leader should get co-operation, help and suggestions from the other teachers of the school, parents, leaders in the city, and church people.

A number of good activities can be accomplished in connection with the problem. Plan good activities.

Project 1: Some Current Events

Objective

The object is that the student learns clearly about some current ideas shown in daily events, in order to get the right attitude toward traditional and new ideas from the Christian standpoint.

Bible References

Luke 7:36-50

John 8:1-11.

Problems and Questions Suggested for Sunday Meetings

The study of some current events.

What is the problem?

What is the reaction or criticism of people?

What is the attitude of different papers?

What is the attitude of other countries, if it is a worldly problem?

What is my comment or criticism on it?

What is the fundamental idea?

What was Jesus' attitude toward the current idea of the bad woman?

Activities Suggested for Mid-Week Meetings

Giving reports on the study of some events.

Having lectures by outsiders on some current topic.

Making scrap-books from the newspapers.

Debate on some topics.

Propaganda on some movements such as the Peace Movement.

Project 2: Social Customs

Objective

The object is to lead the student to be critical about social customs, and to try to build good customs from the Christian standpoint.

Bible References

Matt. 15:1-9.

Luke 6:1-11.

Problems and Questions Suggested for Sunday Meetings

The study of various social customs:

What are good customs?

What are bad customs?

Which of the Western customs meet the spirit of Japan?

Are there any new customs that are good for the present Japanese life?

In what sense is it good that the customs of different countries are more or less mixed?

Which of the old Japanese customs should we keep?

What was the attitude of Jesus toward customs?

Activities Suggested for Mid-Week Meetings

Making some posters.

Propaganda for some good movement.

Planning public addresses.

Collecting opinions of some leading people on social customs.

Debate on some customs.

Project 3: Social Institutions

Objective

The object is to cultivate in the mind of the student the sense of social responsibility and the desire that she is to help in some definite service.

Problems and Questions Suggested for Sunday Meetings

The study of various social institutions in the city -- settlement, day nursery, insane hospital, school for the blind, hospital for sick travellers, orphanage, reforma-

tory work, free hospitals, night school, boarding house for prisoners, boarding house for laborers, clinics, factory conditions.

What are troubles that social workers are facing?

What is needed at present?

Activities Suggested for Mid-Week Meetings

Giving some actual help.

Assisting in some good work, such as the day nursery, clinics, or orphanage.

CHAPTER V

THE FIFTH YEAR

CHAPTER V

THE FIFTH YEAR

Section 1: Social Problems Continued
(April to June)

Project 4: Social Works of the Church

Objective

The object of this project is to cultivate in the mind of the student the sense of social responsibility and the desire for a definite Christian service.

Problems and Questions Suggested for Sunday Meetings

The study of Christian social institutions.

Church womens' work.

Works of the Salvation Army.

Works of the W. C. T. U.

Works of the Y. W. C. A.

Works of Mission boards.

Rural Christian works.

What is needed at present.

What are some troubles that Christian social institutions are facing?

Activities Suggested for Mid-Week Meetings

Giving actual help.

Engaging in practical Christian work -- Sunday School, Day Nursery.

Project 5: Building a Better Society

Objective

The object is to lead the student to a realization of what is needed in present society from the standpoint of Christianity by studying the actual situation.

Bible References

Social condition. Matt. 11:20-24; 23:13-36.

Principle of love. Matt. 10:42; 25:31-46.

Common wealth. Matt. 19:16-22.

Social principle. Matt. 18:10: 5:38-42.

Problems and Questions Suggested for Sunday Meetings

What is equal opportunity for everybody?

Why cannot everybody have equal opportunity?

Does democracy mean that everybody has the same position in life?

Does respect for personality mean respect for position and wealth?

Is it wrong to have property of one's own?

Why are there so many people in trouble?

Can communities build a better society?

What is wrong with them?

Why cannot everybody possess sufficient for their needs?

What is lacking in the present society.

Do we need material things for our culture?

What does Jesus mean by making His kingdom and righteousness your chief aim?

What principle does He teach in our relation to people? Matt. 5:38-42.

What principle does He teach in Matt. 25:31-46.

Why must we consider even the poorest person?

Why is each individual so precious?

Does the Kingdom of God include material happiness as well as spiritual?

What is lacking in present churches?

Activities Suggested for Mid-Week Meetings

Making posters for some Christian movement.

Debate on some social problems.

Visiting a court or a city government office.

Actually helping in the work of some social institutions.

Planning public addresses.

Having discussion of social problems with some social leaders.

Project 6: Great Social Leaders.

Objective

The object is to lead the student into a deeper sense of social responsibility by studying how the great leaders worked in building up a better world.

Preparations Suggested

There are a good many books dealing with the study of the Old Testament. Collect materials of the history of Israel, and of the study of the Old Testament.

A brief study of the condition of each prophet is necessary.

A message of each prophet is the main point in the lesson.

Amos, the prophet of righeousness.

His message: Amos 7:1-9, 8:1-3, 4-14, 9:1-15; 10:17.

Hosea, the prophet of love.

His message: Hosea 2:6-23, Chap. 3, 7:8. Hosea 8:9, Chap. 10, 11, 14.

Isaiah the statesman.

His message: Isaiah 1:1-20, 21-31, Chap. 13, 14:1-23, 2:3, 4.

Micah, the democrat.

His message: Micah 2:3, Chap. 5, 6; 7:1-20.

John the Baptist.

His message: Matt. 3:1-12; Mark 1:1-8; Luke 3:1-17.

His death: Mark 6:17-29.

Section 2: World Friendship

(September to December)

Each country has been built by the influence and help of other developed countries, and it is a mutual duty to help one another. A nation has responsibility for other nations, as well as for itself. In order to grow, each nation must contribute something to other countries and must receive something from them. Japan has received a great deal from other countries, and she has been built into a world power by their help. She must learn to share more what she has with other nations. Young people must be trained to be more active in sharing. The appreciation for what Japan has received from other countries should be expressed by greater practical activities of helpfulness. Japan feels that she has to take more active part in building world friendship, but education in the past had not much concern with this. The problem is rather practical. It is cultivated through understanding, appreciation, and

sharing, and the training for world friendship can be done only through Christian education.

Preparation Suggested

As it was mentioned in the first chapter, there are some foreigners in the city. Give the student opportunity to get acquainted as often as possible.

Good literature and art help to build understanding between countries. Train the student in appreciating them.

Materials in English Suggested

Harley, J. J., International Understanding.

Lobingier, E. M. and J. L., Education for Peace.

High, Stanley, Today's Youth and Tomorrow's World.

Griscon, A. B., Peace Crusaders.

Devere, A., The Fight for Peace.

Patom, W., A Faith for the World.

Boeckel, F. B., Between War and Peace.

Brown, J. C., Training for World Friendship.

Hunting, H. B., Stories of Brotherhood.

Fleming, R. M., Round the World in Folk Tales.

Baldwin, J. L., Nancy Comes to the Scratch.

Richards, L. E., The Golden Windows.

Project 1: Problems of the Countries.

Objective

Missionary education has a different significance in the modern age. It no longer teaches the spirit of giving. It is education of training the youth in appreciation and sharing. The object of this project is to cultivate in the mind of the student the spirit of peace and the spirit of sharing, by appreciating other countries.

Bible References

Peace. Matt. 5:9; 22:39.

Jesus helped the foreign people. Luke 10:25-37; 17:11-19. John 4:1-30.

Problems and Questions Suggested for Sunday Meetings

Why must we know other countries?

In order to know them, what is necessary?

Is there any need for learning foreign languages?

What are the practical things to do for cultivating world friendship?

What should be the attitude toward Western culture?

Does international spirit stand against the spirit of Japan?

What have we received from other countries?

How can we help other countries?

What can Japan share with other countries?

Is it right to retaliate as a means of protection?

Should we resist under any circumstances?

Is war wrong under any circumstances?

Should we abolish armament?

How can we solve troubles between countries?

What was the attitude of Jesus toward the foreign women?

What is real peace?

Activities Suggested for Mid-Week Meetings

The study of the literature of other countries.

Planning an international worship or a party.

Sending letters to American, Canadian, and Chinese girls.

Making posters for an Armistice Day.

Public address on peace or world friendship.

Seeing pictures of war.

Making Christmas presents for girls of some other countries.

Project 2: International Institutions.

Objective

The object is to lead the student to learn what the younger generation can do for world friendship by studying various institutions of peace.

Problems and Questions Suggested for Sunday Meetings

The study of the League of Nations.

Its history, organizing principle, organization, aim, activities, and its leaders.

What are the attitudes of various countries toward it?

What is it going to do in the future?

The study of international programs of other countries.

To what extent international education has been accomplished at school?

How have churches contributed to the movement?

What can churches practically do in this regard?

How can I help?

Activities Suggested for Mid-Week Meetings

Have some play for Peace Movement.

Making posters for peace.

Debate on peace.

Publice addresses on peace or world friendship.

The Fifth Christmas

Jesus, The Prince of Peace

Objective

The object is to lead the student into a deeper

conviction that all the nations are brothers because of Jesus, who is the Saviour to every man in the whole world. The joy of Christmas will be deepened in the student's heart as she experiences Jesus more deeply and fully.

Bible References

Isaiah's vision of peace. Isaiah 11, 35.

The chorus of peace by the angels. Luke 2:13, 14.

The hymn of Mary. Luke 1:46-55.

The adoration of Simeon. Luke 2:28-32.

The joy of John. John 1:9, 14.

Jesus, the Prince of Peace. Mark 11: 1-10.

Peace, the fruit of the Holy Spirit. Gal. 5:22.

Section 3: Leadership Traiming
(January to March)

It is planned to use the last semester for practical training of the student as a leader. There is opportunity for a Christian woman to help the community to which she belongs, if she is ready for that, because there is at least one organization in every village throughout the whole country. The curriculum has two purposes. One is training the student in practical experiences as a leader, and the other is the study of the qualities of a leader.

Preparations Suggested

In this curriculum activities consist of actual participation of the student in various social organizations. There are a few Sunday Schools in the city and in near towns, so she can teach at one of them. Or it is possible for her to help in one of the meetings of the younger groups at school. Or she can help in the organization in her town. Anyway, let the student take responsibility for some work. A kindergarten or a day nursery may also be suggested. Even if she cannot take responsibility for some special work, there is opportunity for her to train herself as a leader at home. To help her younger brothers or sisters with a definite purpose is a splendid task, too.

Qualities of a Leader that Need Consideration

Ability to understand people.
Friendly attitude toward people.
The spirit of service.
The spirit of learning.
Coöperative spirit.
Originality.
Skilfulness in any given work.
A healthy and wholesome body.
A tidy and clean appearance.

Problems Suggested for the Study

The need of the community.

Environment of the institution.

Financial background of the institution.

The condition of children whom the student helps.

Equipment.

The study of materials that she uses for teaching.

Questions Suggest for Consideration

Is it a continuous work?

Does it meet the need of the community?

Is it a purposeful work?

Is it improving?

What is needed for improving the work?

Am I fit for the work?

Am I happy in doing this work?

Am I working coöperatively with other workers?

Is the work too hard or too easy for me?

What quality should I cultivate as a leader?

BIBLIOGRAPHY

Betts, G. H., — The Curriculum of Religious Education. The Abingdon Press. New York, 1924.

Betts, G. H. and Hawthorne, M. O., — Method in Teaching Religion. The Abingdon Press. New York, 1925.

Bode, B. H., — Modern Educational Theories. The Macmillan Company. New York, 1927.

Bower, W. C., — The Curriculum of Religious Education. Charles Scribner's Sons. New York. 1925.

Bower, W. C., — Character Through Creative Experience. The University of Chicago Press. 1930.

Briggs, T. H., — Curriculum Problems. The Macmillan Company. New York. 1926.

Buck, F., — The Story of Jesus. The Beacon Press. Boston. 1927.

Burgess, I. B., — The Life of Christ. The University of Chicago Press. 1928.

Christian Education in Japan — The Report of a Commission on Christian Education in Japan. The International Missionary Council. New York, 1932.

Coe, G. A., — What Ails Our Youth? Charles Scribner's Sons. New York. 1924.

Coe, G. A., — Education in Religion and Morals. Fleming H. Revell Company. Chicago. New York. 1911.

Cope, H. F., — Organizing the Church School. George H. Doran Company. New York. 1923.

Cope, H. F., — The Week-day Church School. George H. Doran Company. New York. 1921.

Dewey, J., Schools of To-morrow.
E. P. Dutton and Company. New York. 1915

Elliot, H. S., The Process of Group Thinking
Association Press. New York. 1928.

Elliot, H. S., How Jesus Met Life Questions
Association Press. New York. 1928.

Harper, W. A., An Integrated Program of Religious Education. The Macmillan Company. New York. 1936.

The International Curriculum Guide. Book Three.
The International Council of Religious Education. Chicago. 1932.

Jordan, G. R., Intimate Interests of Youth
Cokesbury Press. Nashville, Tenn. 1931.

Kilpatrick, W. H., The Educational Frontier
The Century Co. New York. London. 1933.

Kilpatrick, W. H., Foundations of Method
The Macmillan Company. New York. 1925.

King, J., The High School Age.
The Bobbs-Merrill Company. Indianapolis. 1914.

Knapp. F. L., Leadership Education in the Church
The Abingdon Press. New York. 1933.

Maus, C. P., Teaching the Youth of the Church
George H. Doran Company. New York. 1925.

Mayer, F. C., The Church's Program for Young People
The Century Company. New York. 1925.

Mc Kendry, J. B., The Life Of Jesus for Junior High School Pupils. The Judson Press.
Philadelphia. 1928.

Moore, M. A., Senior Method in the Church School
The Abingdon Press. New York. 1929.

Powell, M. C., Junior Method in the Church School The Abingdon Press. New York. 1931.

Re-Thinking Missions, A Laymen's Inquiry. Harper & Brothers. Publishers. 1932. New York.

Reisner, C. F., Social Plans for Young People The Abingdon Press. New York. 1908.

Richmond, W., The Adolescent Girl, The Macmillan Company. New York. 1925.

Sharp, F. C., Education for Character The Bobbs-Merrill Company. Indianapolis. 1917.

Shaver, E. L., A Project Curriculum for Young People. The University of Chicago Press. 1928.

Vieth, P. H., Objectives in Religious Education Harper & Brothers Publishers. New York. London. 1930.

Waddell, R. C., The Place of the Bible in the Church School Curriculum. Thesis. The Pacific School of Religion. 1927.

Watson, G. B., Experimentation and Measurement in Religious Education. Association Press. New York. 1927.

GTU Library
3 2400 00670 9335

LIBRARY USE ONLY